

## Instructor/TA Info

### Instructor Information

**Name:** Aaron Jackson

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## Course Information

### Description

An introduction to the underlying philosophies and methods of qualitative research.

### Materials

Item	Price (new)	Price (used)
 <p><u>Qualitative Research in Counselling and Psychotherapy 2e - Required</u> by Mcleod, J</p>	62.00	46.50

### Participation Policy

Attendance and participation in class discussions is expected and will be considered when assigning grades.

### Learning Outcomes

#### **IPT653 Qualitative Inquiry Intro learning outcomes**

Learn some basics about what qualitative inquiry is, how it applies to your other interests, and how to do it.

### References for Readings

Qualitative Research Seminar  
Reading List  
CPSE 790R  
Aaron P. Jackson

Carter, R. T. (Ed.). (2007). Qualitative issues and analyses in counseling psychology: Part III [Special Issue]. *The Counseling Psychologist*, 35(2).

Carter, R. T. (Ed.). (2007). Qualitative issues and analyses in counseling psychology: Part IV [Special Issue]. *The Counseling Psychologist*, 35(3).

Christians, C. G. (2005). Ethics and politics in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3<sup>rd</sup> ed., pp. 139-164). Thousand Oaks, CA: Sage.

Gadamer, H. G. (2004). Elements of a theory of hermeneutic experience. In *Truth and method* (2<sup>nd</sup> ed., J. Weinscheimer & D. G. Marshall, Trans., pp. 268-382). London: Continuum. (Original work published 1960).

Haverkamp, B. E., Morrow, S. L., & Ponterotto, J. G. (Eds.). (2005). Knowledge in context: Qualitative methods in counseling psychology research [Special Issue]. *Journal of Counseling Psychology*, 52(2).

Hoyt, W. T., & Bhati, K. S. (2007). Principles and practices: An empirical examination of qualitative research in the

*Journal of Counseling Psychology. Journal of Counseling Psychology, 54(2), 201-210.*

Kvale, S. (1996). *Interviews*. Thousand Oaks, CA: Sage.

Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 191-215). Thousand Oaks, CA: Sage.

Slife, B. D., & Williams, R. N. (1995). Ways of knowing. In *What's behind the research* (pp. 65-93). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2005). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 1-28). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2000). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 1-28). Thousand Oaks, CA: Sage.

Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 189-213). Thousand Oaks, CA: Sage.

Smith, J. K., & Hodkinson, P. (2005). Relativism, criteria, and politics. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 915-932). Thousand Oaks, CA: Sage.

Fontana, A., & Frey, J. H. (2000). From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 645-672). Thousand Oaks, CA: Sage.

## Schedule

Date	Column 1	Column 2	Column 3
Week 1			
W Apr 27 Wednesday	Introduction Never Cry Wolf	Get textbook and other assigned readings <a href="#">Anumeric Culture</a>	
Su May 01 Sunday			
Week 2			
M May 02 Monday	The discipline and practice of qualitative research	McLeod, Preface & Ch.1 <a href="#">McLeod Chapter 1 &amp; 2.pdf Download</a>  <a href="#">Handbook2Schwandt.pdf Download</a>  <a href="#">Handbook2IntroChapter2000.pdf Download</a>  <a href="#">JCPponterotto.pdf Download</a>	
T May 03 Tuesday			
W May 04 Wednesday	Philosophical bases	McLeod Chapter 2  <a href="#">Handbook2IntroChapter2000.pdf Download</a>  <a href="#">Handbook2Schwandt.pdf Download</a>	

		JCPponterotto.pdf <a href="#">Download</a>	
Su May 08 Sunday			
Week 3			
M May 09 Monday	Philosophical bases	McLeod, Ch. 2 Handbook2IntroChapter2000.pdf <a href="#">Download</a>  Handbook2Schwandt.pdf <a href="#">Download</a>  JCPponterotto.pdf <a href="#">Download</a>	
T May 10 Tuesday			
W May 11 Wednesday	Qualitative Research Methods and Ethics-- Frederick Wertz (Webinar)  The Science Wars: Post-truth	Ethics--Frederick Wertz Webinar <a href="https://register.gotowebinar.com/recording/recordingView?webinarKey=5709200229803335939&amp;registrantEmail=aaron_jackson%40byu.edu">https://register.gotowebinar.com/recording/recordingView?webinarKey=5709200229803335939&amp;registrantEmail=aaron_jackson%40byu.edu</a>  The Science Wars  <a href="https://www.citedpodcast.com/podcast/1-the-science-wars/">https://www.citedpodcast.com/podcast/1-the-science-wars/</a>	
Su May 15 Sunday			
Week 4			
M May 16 Monday	Doing qualitative research	McLeod Ch. 3 TCPcreswell, et al..pdf <a href="#">Download</a>  TCPmorrow.pdf <a href="#">Download</a>	
T May 17 Tuesday			
W May 18 Wednesday	Qualitative controversies Hermeneutic Analysis	Guba & Lincoln Paradigmatic controversies, contradictions, and emerging confluences.pdf <a href="#">Download</a>  HoytandBhati2007 (1).pdf <a href="#">Download</a>  Paterson, M., & Higgs, J. (2005). Using Hermeneutics as a Qualitative Research Approach in Professional Practice.The Qualitative Report, 10(2), 339-357. Retrieved from <a href="https://nsuworks.nova.edu/tqr/vol10/iss2/9">nsuworks.nova.edu/tqr/vol10/iss2/9</a>	Maddie--IPA vs Heremeneutic
Week 5			

M May 23 Monday	Paradigms of qualitative research Phenomenology Ethnography	McLeod, Ch. 4  TCPyehandinman.pdf <a href="#">Download</a>  McLeod, Ch. 5	Presentation Rosemay-IPA vs Narrative  Meilani-Hermeneutic Analysis
T May 24 Tuesday			
W May 25 Wednesday	Controversies and Challenges	TCPponterotto&grieger.pdf <a href="#">Download</a>  Levitt et al 2017.pdf <a href="#">Download</a>	Presentations Jordan--Grounded Theory vs IPA Sam--CQR vs IPA
Su May 29 Sunday			
Week 6			
M May 30 Monday	<b>Memorial Day</b>		
T May 31 Tuesday			
W Jun 01 Wednesday	Grounded Theory	McLeod, Ch. 6 & 7	Presentations
Su Jun 05 Sunday			
Week 7			
M Jun 06 Monday	Conversation, Discourse, Narrative	McLeod, Ch. 8 & 9  You DO NOT have to do a reading response/question for these, but please read the method section in each of them:  familyfriendlycareers.PDF <a href="#">Download</a>  Navajo Brain Drain.pdf <a href="#">Download</a>	Presentations
T Jun 07 Tuesday			
W Jun 08 Wednesday	Personal experience Methods Participatory/Action Research Case Studies <b>Method Presentations Method Section</b>	McLeod, Ch. 10, 11, & 12	Presentation

Week 8		
M Jun 13 Monday	Outcome research Validity, reporting, misc. Final Exam: TBA TBA	McLeod, Ch. 13, 14, &15
T Jun 14 Tuesday	<b>Spring Exam Preparation (06/14/2022 - 06/14/2022)</b>	
W Jun 15 Wednesday	<b>First Day of Spring Final Exams (06/15/2022 - 06/16/2022)</b> Final Exam: 343 MCKB 9:00am - 10:50am	

## Assignments

### Assignment Description

#### Reading Assignment 5/8/17- Due 5/7

May  
01

Due: Sunday, May 01 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read (e.g. I read McLeod Ch. 1; Denzin & Lincoln 2000; Denzin & Lincoln 2005)
2. what you thought was the most important idea in the reading
3. a question you had from the reading

JCPonterotto.pdf [Download \(plugins/Upload/fileDownload.php?fileId=53020974-3wFg-gaWz-h8pL-jM73c1f2a779&pubhash=F5m8lfE6dcRjM60siQGegEjw28NeeubHUDmLvCmYXVR4gQYkLNmqS84OtlvUwmjNmn!\\_Qxl6sag-EaKc2\\_tBAQ==\)](#)

Handbook2Schwandt.pdf [Download \(plugins/Upload/fileDownload.php?fileId=82279190-AUXg-3N61-F7IJ-pO7bae8a3127&pubhash=KxVxsBdLBJHqfi9ORfRzU84jYPNLmM\\_2ZjosNWrGmFv3mFo343sohkFzlohisMHKMTaU8YAGEZWhiA6JGGHUBQ==\)](#)

Handbook2IntroChapter2000.pdf [Download \(plugins/Upload/fileDownload.php?fileId=74f6b8ce-ki5a-nOoT-zVwa-UU7bd2b1f58d&pubhash=T015zZIGOQUVvufc-btllHDvnSvo-Lzj7GJaCuW91Zx1esmqKdxu\\_BaE0754uMpzYgJgX-Co328NO3td2htLgw==\)](#)

#### Reading Assignment 5/10/17- Due 5/9

May  
03

Due: Tuesday, May 03 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read (e.g. I read McLeod Ch. 2; Ponterotto, 2005; Schwandt, 2000)
2. what you thought was the most important idea in the reading
3. a question you had from the reading

### Reading Assignment 5/15/17- Due 5/14

May  
08

Due: Sunday, May 08 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read (e.g. I read McLeod Ch. 3; Morrow, Creswell, et al. TCP 35(2)

TCPmorrow.pdf [Download \(plugins/Upload/fileDownload.php?fileId=8ed8ec6d-fwwi-TF00-jwqN-Ewd3e029f71c&pubhash=VGzXwem26CO6NtxxC5nR7Cie6b60sT3Hg90t0nfSudGwyQ56GRxMEYEnWWHvTfMUBfu2QYojxeeBGnd6wyoEEw==\)](#)

TCPcreswell, et al..pdf [Download \(plugins/Upload/fileDownload.php?fileId=81fcfa20-maXj-u9Bu-wjr9-zOd3e7227f6d&pubhash=NFzn4nY4rQCaiGwPuNqeIWLoeP-R5Us2h6QMxUGIA0Q5tkrnG4gaq1SgvPV7skythhIbSCHbkSWttDs26XII5w==\)](#)

2. what you thought was the most important idea in the reading (not the main point)
3. a question you had from the reading

### Reading Assignment 5/17- Due 5/16

May  
10

Due: Tuesday, May 10 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 4; Yeh & Inman--TCP 35(3)TCPyehandinman.pdf [Download \(plugins/Upload/fileDownload.php?fileId=823d078e-Aqwx-4k9F-n9Dc-3pb269b5dee7&pubhash=YpG8bWWLzDZIZxVZ-LjaOJ5\\_J0F82mnQgrXnAZWWQsrJnJGsCSjx3wUui53bNTor8bdpMaWBYsXxw5vkNEQLgA==\)](#)
2. what you thought was the most important idea in the reading
3. a question you had from the reading

### Reading Assignment 5/22- Due 5/21

May  
15

Due: Sunday, May 15 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read Guba & Lincoln 2005; Hoyt & Bati 2007 .

HoytandBhati2007 (1).pdf [Download \(plugins/Upload/fileDownload.php?fileId=1b4d627c-1hKS-mEAc-R965-dh421a6a212e&pubhash=aDuK8o0RbUmJBcoYq8M476\\_ZTbgtijnkPn6hV\\_nTiuckKJhrD6aPly9vJSZcL5Rn0lvQzU--Lhl6-2lqvfd14w==\)](#)

Guba & Lincoln Paradigmatic controversies, contradictions, and emerging confluences.pdf [Download \(plugins/Upload/fileDownload.php?fileId=48ffb763-bYYL-cAqc-1OKM-Ba8e10f3d69b&pubhash=b8EaRGzjYQgtGUcLm2i\\_ZRc0i9rjg4Pw4jblm5zB3UUteHejrbo3hv1-PMLfbA0kqhKJ6oDbvKgChYffQ1QRUA==\)](#)

2. what you thought was the most important idea in the reading
3. a question you had from the reading

**Reading Assignment 5/24- Due 5/23****May**  
**17**

Due: Tuesday, May 17 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 5
2. what you thought was the most important idea in the reading
3. a question you had from the reading

**Reading Assignment 5/31- Due 5/30****May**  
**24**

Due: Tuesday, May 24 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read Ponterotto & Greiger 2007 . TCPponterotto&grieger.pdf [Download \(plugins/Upload/fileDownload.php?fileId=e4b378a4-c06f-HrKJ-TBOv-LX8ecc22394c&pubhash=2qeMMtmrxtb6-HjAE4N2Dtv5GJZf9DOKZrd6c4jfQW0B6q\\_MdhtDMpcK1wPUpaRHJZWEORP1iB9xXWF78EqZGA==\)](#)
2. what you thought was the most important idea in the reading
3. a question you had from the reading

**Reading Assignment 6/5- Due 6/4****May**  
**29**

Due: Sunday, May 29 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 6 & 7
2. what you thought was the most important idea in the reading
3. a question you had from the reading

**Reading Assignment 6/7- Due 6/6****May**  
**31**

Due: Tuesday, May 31 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 8 & 9
2. what you thought was the most important idea in the reading
3. a question you had from the reading

**Reading Assignment 6/12- Due 6/11****Jun**  
**05**

Due: Sunday, Jun 05 at 5:00 pm

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 10 & 11 & 12
2. what you thought was the most important idea in the reading
3. a question you had from the reading

**Reading Assignment 6/14- Due 6/13**

Jun

07

Submit a reading check email **before** each class meeting. The email should include 3 things.

1. a statement of what you read e.g. I read McLeod Ch. 13 & 14 & 15
2. what you thought was the most important idea in the reading
3. a question you had from the reading

### Method Section

Jun

08

Due: Wednesday, Jun 08 at 11:59 pm

Write a draft method section. The method described should be appropriate for the research question(s) in your study. Find a published study that uses a similar method and pattern your draft after the published study (without plagiarizing).

### Method Presentations

Jun

08

Due: Wednesday, Jun 08 at 11:59 pm

The presentation should include

- summary of the method including quotes from original sources and a bibliography of relevant readings
- an example of a study that uses the method effectively
- a critique of the method in the study, including an explication of its inherent philosophical assumptions
- a hypothetical method section that applies the method to a hypothetical research question

Tentative sign up sheet: SIGN\_UP\_SHEET.docx [Download \(plugins/Upload/fileDownload.php?fileId=ab4e7e74-w1Yh-mlCq-aNGd-LD6d41773ad9&pubhash=bQ0K9UfF11kyOmrcILBf60hWmEn\\_gbusaEyH25le7fSa4z5sdLZFqJK1x2uBjvsbp9DF3ftIL9Ue7QAiPiVrhw==\)](https://learningsuite.byu.edu/view/T153xTY-QJUG.html#instructorInfo...)

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about



sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title

IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

## Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic

misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain

guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010